3G Learning Packet Week #3 Checklist

This checklist is how we are taking attendance during these weeks of distance learning. Be sure to note who your homeroom teacher is, so we can make sure your work is going to the correct teacher! **Also, please remember to write your name on your checklist so we can count you as "present" for attendance!** The attached learning packet is your homework for the week. Please take note of how many minutes you spent working on each assignment in the "Minutes" column. This information helps us know if we are giving you a well-balanced distance learning experience. Titles of assignments are on the checklist to help you work on the correct assignments each day. **Please read all directions on each assignment; not all directions are on this checklist.** If you have any questions, please contact your homeroom teacher and she can help you!

Parents, please sign this checklist at the end of the week. Signing off on this checklist lets us know that your child completed his/her schoolwork for the week and also allows us to count them "present" for attendance. Completed packets can be sent to your child's homeroom teacher via email (scanning in, or taking pictures, and attaching those images to an email), or will be picked up by bus on Friday morning.

Homeroom Teacher:_____ **Scholar Name:**_____

Monday:

Subject	Assignment	Minutes
Reading (30 min/day)	**Reading Mastery 2 (Ms. Penn):** Complete L118 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM2 and number your answers. **Reading Mastery 3 (Ms. Miller/ Ms. Stutzman):** Complete L106 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio Files will be emailed to you for the entire week on Fridays prior to the week - so refer to email for these) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM3 and number your answers. **Novels - The Railway Children (Ms. Bluemke/ Ms. Hasner):** *The Railway Children"* : Read Ch. 10 (pages 192-196) Complete All Questions for Chapter 10 (use worksheet in packet) **Optional **Enrichment Activity** "Cause and Effect" Follow the directions on the worksheets. Additional minutes may be used for independent reading.	
Math (30 min/day)	Complete Lesson 86, Read the lesson and complete Lesson Practice, then complete Mixed Practice Problem Set #'s (1, 3, 8, 9,10,11,13, 14, 15, 24) Use the Math Grid paper provided in the packet. **Optional ** Enrichment Activity** -"Finding the Starting Time" Follow the directions and answer the questions on elapsed time.	
Math Facts	Timed test J (Division, 90 facts, 5 minutes) Place the J form into a plastic cover and use with dry erase markers. This will make the practice reusable for the week.	
Penmanship	Cursive: Uppercase E. Follow the directions on the worksheet.	

History	Reread the Article about "Leif Erickson" Use your shaping sheet from week 2 to guide your writing of your summary. You will begin writing today and finish on Friday.	
Science	Reread the article about Frogs and Toads. Use your shaping sheet to begin writing your paragraphs Comparing and Contrasting Frogs and Toads. Use the rubric provided to guide your writing process. Please write in your best cursive handwriting. You may use the paragraph example to guide your writing process.	

Tuesday:

Reading	**Reading Mastery 2 (Ms. Penn):** Complete L119 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM2 and number your answers. **Reading Mastery 3 (Ms. Miller/ Ms. Stutzman):** Complete L107 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio Files will be emailed to you for the entire week on Fridays prior to the week - so refer to email for these) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM3 and number your answers. **Novels - The Railway Children (Ms. Bluemke/ Ms. Hasner):** *The Railway Children"* : Read Ch. 11 (pages 197-203) Complete Questions 1-3 for Chapter 11 (use worksheet in packet) **Optional ** Enrichment Activity-** Exploring Picture Books to learn about Literary Devices, Set 1. Read through the Literary Devices and find examples of at least 3 literary devices that you are finding in your own books at home. If you have extra time, you may find more examples, or use the remaining time for independent reading.	
Math	Complete Lesson 87, Read the lesson and complete Lesson Practice, then complete Mixed Practice Problem Set #'s (1, 2, 3, 4, 5, 8,19,22, 29, 30) Use the Math Grid paper provided in the packet. **Optional ** Enrichment Activity** -Complete the "Baseball Bar Graph" questions. Then, complete the Multiplication worksheet, which includes multiplying two digits by one digit.	
Math Facts	Timed Test J- Division, 5 minutes	
Penmanship	Practice writing Eletelephony three times in your best cursive. Use your own loose leaf paper.	
Art	Drawing Assignment. Study the painting of horses by artist Rosa Bonhuer. Follow the steps provided to draw a horse. Use a piece of the white paper included in the packet. You may color the horse after you complete the drawing.	
Spanish	Chapter 3A breakfast & lunch vocabulary worksheet	
Latin	Review Unit 3 and Unit 4 vocabulary. Complete sections A-C on the worksheet.	

Wednesday:

Reading	**Reading Mastery 2 (Ms. Penn):** Complete L120 -Complete the Textbook Questions for Test 12 on the paper provided in your packet. Be sure to label RM2 and number your answers. Ms. Penn will reach out to complete your oral fluency checkout with you. **Reading Mastery 3 (Ms. Miller/ Ms. Stutzman):** Complete L108 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio Files will be emailed to you for the entire week on Fridays prior to the week - so refer to email for these) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM3 and number your answers. **Novels - The Railway Children (Ms. Bluemke/ Ms. Hasner):** *The Railway Children"* : Read Ch. 11 (pages 204-210) Read "Paper Chase" article (attached in packet) **Optional ** Enrichment Activity** -"Exploring Literary Devices" Continue working on Literary Devices, part 1, or start reading through the Literary Devices Part 2. Try to identify at least 3 literary devices that you notice while reading your books at home. Extra time may be used for independent reading.	
Math	Complete Lesson 88, Read the lesson and complete Lesson Practice, then complete Mixed Practice Problem Set #'s (4, 6, 7, 8, 11, 14, 23 ,25, 28, 30) Use the Math Grid paper provided in the packet. **Optional ** Enrichment Activity** -"Multiple Step Problems" Solve the problems on the worksheet. Remember to show your work, along with the correct answer.	
Math Facts	Division Facts J (90 facts, 5 minutes)	
Penmanship	Cursive, Uppercase N, Follow all directions on the penmanship practice sheet.	
Science	Continue working on completing the Compare and Contrast Essay on Frogs and Toads. Use your shaping sheet and rubric to help guide your writing. You may also refer to the paragraph example. Please complete your paragraph, writing in your best cursive penmanship. Remember to indent the first line of your paragraph!	
Physical Ed.	Warm up, Dribble Card and Jump Shot SOG Work PE / Taekwondo Routine: Warm Up / Cool Down – Do Twice Once at Beginning and Once at End (All stretches should be to the count of 10) Stand in Focus Position 1, Do a Sun Breath, Hand above your head like you on a roller coaster, now keeping feet on the floor, lean as far as you can to one side, now the other side, touch your toes, and now jog in place for the count of ten (try in Spanish and Latin if you can), sit on the floor and make a V with your legs, reach as far down the middle now you're a W! Now touch your toes, make sure you do each side. Stand up and do 10 Jumping Jacks, 10 Burpees, 10 Sit Ups and 10 Push Ups. Right hand low block, left hand low block, right hand high block, left hand high block, right hand inside block, left hand inside block, right hand outside block, left hand outside	

	block, right hand punch, left hand punch, right leg front kick, right leg round kick, left leg axe kick, turn back kick. Basketball Routine: Now without a ball please follow the cards below. You will need to keep the imagined ball below your waist and under control. Please only do one new card a day. Please do the old cards for the count of 20 once (remember you should be counting in English, Spanish, and Latin) and new cards for the count of 20, three times. If your parents are free tonight ask them if they will take a walk with you or play a little catch. Please start your game of catch with underhand throwing in a tick tock motion (parents think a Grandfather Clock).	

Thursday:

Reading	**Reading Mastery 2 (Ms. Penn):** Complete L121 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM2 and number your answers. **Reading Mastery 3 (Ms. Miller/ Ms. Stutzman):** Complete L109 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. (Audio Files will be emailed to you for the entire week on Fridays prior to the week - so refer to email for these) Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM3 and number your answers. **Novels - The Railway Children (Ms. Bluemke/ Ms. Hasner):** *The Railway Children"* : Read Ch. 11 (pages 211-218) Complete Questions 4-10 for Chapter 11 (use worksheet in packet) **Optional **Enrichment Activity** -Continue Finishing the Literary Devices on both parts 1 and 2. If you have extra time, please use the time to independently read.	
Math	Complete Lesson 89, Read the lesson and complete Lesson Practice, then complete Mixed Practice Problem Set #'s (1, 5, 11, 12, 14, 15, 23, 26, 27, 30) Use the Math Grid paper provided in the packet. **Optional ** Enrichment Activity** -"Going to the Movies" elapsed time worksheet. Follow the directions on the worksheet and complete each question.	
Math Facts	Division Facts J, 90 facts, 5 minutes	
Penmanship	Use cursive penmanship to write the first 10 words on spelling list 81-85 (3 time each) Use spelling lists provided in earlier packet (* save this spelling list at home for future use each week.)	
Music	Names the notes worksheet and Match the Notes to the correct letters worksheet	

Spanish	Chapter 3A Breakfast & Lunch vocabulary worksheet and practice vocabulary using Quizlet or flashcards	
Latin	Review Unit 3 and Unit 4 vocabulary. Complete parts D-F on the worksheet.	

Friday:

Reading	**Reading Mastery 2 (Ms. Penn):** Complete L121 Use the audio recording to assist you in practicing the vocabulary column like we do each day in class. Ms. Penn will email these to you daily. Follow teacher cues in the audio recording for this while tracking in your textbook. Next: read the story along with the audio recording for your first reading. Then practice re-reading the story to yourself or a family member for fluency practice. Lastly: answer the textbook questions on the paper provided in your packet. Be sure to label RM2 and number your answers. **Reading Mastery 3 (Ms. Miller/ Ms. Stutzman):** Complete L110 test 10 comprehension questions from textbook. Answer the textbook questions on the paper provided in your packet. Be sure to label RM3 and number your answers. * Note your teacher will reach out to you via phone for your fluency reading checkout for this unit. **Novels - The Railway Children (Ms. Bluemke/ Ms. Hasner):** *The Railway Children"* : Read Ch. 12 (pages 219-231) No Questions Today **Optional ** Enrichment Activity** -Complete the Homonyms worksheet. Read independently with your remaining time.	
Math	Complete Lesson 90, Read the lesson and complete Lesson Practice, then complete Mixed Practice Problem Set #'s (1, 2, 3, 11, 13, 14, 15, 16, 27, 28) Use the Math Grid paper provided in the packet. **Optional **Enrichment Activity** -"Sullivan's Hardware Store" Elapsed time worksheet	
Math Facts	Division J, 90 facts, 5 minutes	
Penmanship	Use cursive penmanship to write the next 10 words on spelling list 81-85 (3 time each) Use spelling lists provided in earlier packet (* save this spelling list at home for future use each week.)	
History	Continue working on your summary of Leif Erikson. Remember to write in your best cursive. Please use your shaping sheet from week 2 to guide your writing, and use the examples of the paragraph. Remember to indent the first line of your paragraph!	
Character Development	Use the **Responsibility character pillar reflection sheet**. Follow the directions on the Worksheet. Think about how you have seen the character pillar of responsibility shown in the world, in your community or in your home this week. After using your best cursive to write out the definition, use complete sentences to write about three examples of responsibility that you have seen demonstrated this week.	

Parent Signature:_____ **Date:**_____

*****Original packets were created and printed prior to the school closing on March 18th, and teachers are unable to change the order of packets for Weeks 1-5. Therefore, any additional materials (ie. math, reading penmanship, spelling, recitation, science, history, etc.) are at the end of these packets. If school is closed beyond May 1st, teachers will be able to match the checklist to the packets much easier as packets for Week 6 and beyond have not been printed yet (we are in the process of creating those!). Thank you for your patience as we fine-tune this distance learning model.*****

Parnassus Preparatory School

3G Learning Packet

Week 3

Name_____ Date_____

Homeroom Teacher_____

2019-2020

3G Distance Learning Guide Sheet for Parents

Teacher Information:

Ms. Bluemke: bluemke@parnassusprep.com Google Voice Number: (612)354-6261
Ms. Hasner: hasner@parnassusprep.com Google Voice Number: (612)405-4142
Ms. Miller: miller2@parnassuprep.com Google Voice Number: (612)354-6314
Ms. Stutzman: stutzman@parnassusprep.com Google Voice Number: (612)361-1591

*****Note when calling our Google Voice numbers*****

We may not always be able to answer your call, but please leave a message. This helps us prepare a response to any questions or concerns you may have when we return your call. We will respond to your voicemails within 24 hours as we may not be able to respond the same day you leave a message. Thank you for your patience in this!

Suggested Distance Learning Schedule:

Daily:
Reading: 30 minutes
Math: 30 minutes
Penmanship: 10 minutes

Monday:
Science: 15 minutes
History: 15 minutes

Tuesday:
Spanish: 10 minutes
Latin: 10 minutes
Art: 20 minutes

Wednesday:
Science: 30 minutes
Physical Education: 20 minutes

Thursday:
Spanish: 10 minutes
Latin: 10 minutes
Music: 20 minutes

Friday:
History: 30 minutes
Character Development: 20 minutes

A

Name _____

Cause and Effect

Read the passage. Then read each question and fill in the circle beside the best answer.

Doctor Tom Dooley

In the 1950s, an American doctor named Tom Dooley decided to go to Laos, in Southeast Asia. He knew that doctors were needed in this poor country. He wanted to set up a small hospital there.

When Dooley arrived in Laos, he found that there was only one other doctor in the whole country. Dooley opened his hospital in 1956, with three other Americans.

Word soon spread about Dooley's hospital. Many Laotians came to be treated. Most of them had no money. They paid in chickens, eggs, and vegetables.

Dooley's work was very hard. In the mornings he would see patients in the hospital. In the afternoons, he would visit nearby villages to treat the sick.

In 1957, Dooley started a second hospital in a mountain village of Laos. The village was very poor, and Dooley's hospital was a simple bamboo hut. He treated dozens of people each day. Dooley still traveled on foot from his hospital to treat people who were too sick to come to him. He often had to cross rope bridges and climb steep rocks to reach his patients.

Dooley himself became sick after three years in Southeast Asia. He learned that he didn't have long to live, but he insisted on continuing to lead his hospitals. In 1960, Tom Dooley was too sick to continue his work. He returned to the United States, where he died, in 1961. In just a few years, Dooley had helped thousands of people in Laos.

1. What caused Tom Dooley to go to Laos?
   - ○ **A.** He wanted to see the country.
   - ○ **B.** The country needed doctors.
   - ○ **C.** The Laotian government invited him.
   - ○ **D.** Three friends asked him to go.

2. What happened after word spread that Dr. Dooley had opened his first hospital?
   - ○ **F.** Many people came to be treated.
   - ○ **G.** Few people came to be treated.
   - ○ **H.** Dr. Dooley got sick.
   - ○ **J.** Dr. Dooley's friends joined him.

3. Why did most Laotians pay Dr. Dooley in chickens, eggs, and vegetables?
   - ○ **A.** Dooley needed food for the hospital.
   - ○ **B.** Dooley wouldn't accept their money.
   - ○ **C.** They had no money.
   - ○ **D.** They wanted Dooley to try their foods.

4. Why did Dr. Dooley travel on foot to treat some people?
   - ○ **F.** Dr. Dooley wanted to take a break from the hospital.
   - ○ **G.** People were afraid to come to Dooley's hospital.
   - ○ **H.** The people did not have a way to get to the hospital.
   - ○ **J.** The people were too sick to come to his hospital.

5. According to the passage, what was the effect of Tom Dooley's work in Laos?
   - ○ **A.** Many people were helped.
   - ○ **B.** Dooley became very ill.
   - ○ **C.** More hospitals were opened.
   - ○ **D.** Dooley made many friends.

Name: _____

Exploring Picture Books to Learn About Literary Devices (Set One)

Directions: Authors use words in different ways to make their writing more interesting. As you read the picture books at this center, watch for examples of these literary devices. Record the titles of the books in which you found them.

1. Alliteration: Like a tongue twister, repetition of initial sounds in two or more words

Example: You'll see doves dipping down for the juicy red fruit... (From *The Desert Is Theirs* by Byrd Baylor)

2. Aphorism: Like a proverb, a concise statement expressing a general truth

Example: And we don't have to make such a terrible fuss because everyone isn't exactly like us. (From *Old Henry* by Joan W. Blos)

3. Atmosphere: Using descriptions of sensory impressions to set the emotional mood and the reader's attitude

Example: He could feel the pebbles on the pavement through the thin soles of his tattered shoes. (From "The Poor Old Dog" in Arnold Lobel's *Fables*)

4. Foreshadowing: A clue that the author gives that something is about to happen

Example: In *The Amazing Bone,* by William Steig, the reader learns at the very beginning that the bone can imitate sounds.

5. Hyperbole: Exaggeration for effect

Example: ...and for breakfast every morning he ate five dozen eggs, ten sacks of potatoes, and a half-barrel of mush made from a whole sack of cornmeal. (From "Paul Bunyan, the Mightiest Logger of Them All" by Mary Pope Osborne, in *From Sea to Shining Sea,* compiled by Amy L. Cohn)

6. Imagery: The author's sensory descriptions that create mental pictures, allowing us to imagine a scene

Example: Crashing through the alder thickets beside the creeks and through the shallow creeks themselves, churning the water into a muddy foam, the mighty herd rolled on its way; and the thunder of its coming spread terror far and wide. (From *Where the Buffaloes Begin* by Olaf Baker)

Name: _____

Exploring Picture Books to Learn About Literary Devices (Set Two)

Directions: Authors use words in different ways to make their writing more interesting. As you read the picture books at this center, watch for examples of these literary devices. Record the titles of the books in which you found them.

1. Inference: To reach a conclusion without the author actually stating it

Example: In Eve Bunting's book, *Dandelions,* you can tell that Mama is unhappy when she looks at the soddie, their new home of bricks cut from the sod, and says, "It's like a prairie dog's burrow."

2 Irony: A combination of circumstances in which the opposite of what was expected occurs; a humorous play on words when their intended meaning is the direct opposite of their usual sense

Example: The wolf in *Hog-Eye,* by Susan Meddaugh, brings the last and most important ingredient for the soup. It is the ingredient that helps the pig escape.

3. Metaphor: When one thing is compared to another without the use of like or as

Example: It was late in the afternoon when, at last, he sighted the lake. It lay, a gray sheet with a glint of silver, glimmering under the sun. (In Olaf Baker's *Where the Buffaloes Begin,* the lake is compared to a sheet.)

4. Parody: When a literary work is imitated in plot or language, sometimes with humor

Example: *Somebody and the Three Blairs,* by Marilyn Tolhurst, is a parody of Goldilocks. Jon Scieszka's *The True Story of the Three Little Pigs* is a parody.

5. Personification: When human qualities are given to an animal or an inanimate object

Example: Even the dry earth makes a sound of joy when the rain touches. (*The Desert Is Theirs* by Byrd Baylor)

6. Simile: A comparison between two unlike things to show similarity; similes usually include the words like or as

Example: The sound of the wind in the grass was like the sound of the rivers we'd known back home. (From *Dandelions* by Eve Bunting)

Name: _____

Literary Devices Found in Picture Books - Set One

Directions: As you locate examples of these literary devices, write the titles of the books in the appropriate spaces.

Alliteration	**Aphorism**	**Atmosphere**
Foreshadowing	**Hyperbole**	**Imagery**

Name: _____

Literary Devices Found in Picture Books - Set Two

Directions: As you locate examples of these literary devices, write the titles of the books in the appropriate spaces.

Inference	Irony	Metaphor
Parody	**Personification**	**Simile**

Name _____ Date _____

Homonyms

- A **homonym** is a word that sounds like another word. However, it has a different meaning and is spelled differently.
  EXAMPLES: it's, its their, there, and they're
  It's means "it is." **It's** a nice day.
  Its means "belonging to it." The dog hurt **its** leg.
  Their means "belonging to them." That is **their** house.
  There means "in or at that place." Put it **there.**
  They're means "they are." **They're** going to the game.

A. Write it's or its to complete each sentence.

1. The team starts _____ practice at noon.
2. The coach says _____ necessary to practice.
3. I don't believe the players think _____ fun to practice.
4. Others say _____ exciting to watch the game from the sidelines.
5. The team is proud of _____ record.
6. If the team does _____ job, it will win.
7. I think _____ still a month until the championship game.
8. The team thinks _____ chance for winning the championship is good.
9. However, _____ too early to know for sure.

B. Circle the correct homonym in each sentence.

1. (There, Their, They're) is no reason to believe something is wrong.
2. (There, Their, They're) only a few minutes late.
3. I'm sure (there, their, they're) fine and will be here soon.
4. You know (there, their, they're) habits.
5. Wherever they go, they get (there, their, they're) late.
6. (There, Their, They're) families are like that, too.
7. I don't understand why (there, their, they're) always late.
8. Maybe (there, their, they're) clocks are wrong!

Finding Starting Time

Name:

Determine the starting time for each problem.

1) Oliver spent 2 hours and 55 minutes playing video games. If he stopped to eat dinner at 7:55, what time did he originally start playing?

2) Robin spent 1 hour and 50 minutes cleaning her room. If it was 6:45 when she finished, what time was it when she started?

3) Mike spent 1 hour and 5 minutes working on homework. If it was 5:35 when he finished, what time was it when he started?

4) Will took a nap for 2 hours and 40 minutes. If he woke up at 5:05, what time was it when he started his nap?

5) The school football game ended at 8:20. If the game lasted 3 hours and 30 minutes, what time did it start?

6) John's father spent 2 hours and 55 minutes working on his truck. If it was 4:55 when he stopped working, what time was it when he originally started?

7) Cody spent 3 hours and 5 minutes looking for his missing cat. If he finally found it at 7:25 what time did was it when he originally started looking?

8) Katie took a train from her house to the state capitol. The train ride lasted 2 hours and 55 minutes. If Katie arrived at 8:35, what time did her train leave?

9) Edward finished jogging at 5:30. If he had been jogging for 1 hour and 50 minutes, what time was it when he started?

10) Janet went to the town carnival. She ended up staying for 2 hours and 50 minutes. If Janet left the carnival at 4:10, what time did she originally get there?

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1-10	90	80	70	60	50	40	30	20	10	0

Finding Starting Time Name:

Determine the starting time for each problem.

Answers

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

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1-10	90	80	70	60	50	40	30	20	10	0

Name: _____

Compare and Contrast Essay Grading Rubric
about Two Animals

	3	2	1
Comparison Paragraph	The topic sentence of this paragraph lets the reader know that this paragraph is about what the two animals have in common. The writer goes on to explain how the two things are similar with at least 3 concrete details and a concluding sentence.	Missing some of the required parts of the paragraph; or some information is confusing or incorrect.	Missing many of the required parts of the paragraph; or much information is confusing or incorrect
Contrast Paragraph	The topic sentence of this paragraph lets the reader know that this paragraph is about how the two animals are different. The writer includes at least 3 concrete details about differences and a concluding sentence.	Missing some of the required parts of the paragraph; or some information is confusing or incorrect.	Missing many of the required parts of the paragraph; or much information is confusing or incorrect
Key words for comparing and contrasting	Key words from the suggested list are used often to show when similarities and differences are being pointed out.	Key words to show similarities and differences are used sparingly.	Key words are not used.
Compound subjects; interjections	Writer includes at least 2 compound subjects and 1 interjection (highlight these).	Writer only has 1 compound subject; or forgot to highlight	Writer is missing compound subjects and an interjection
Grammar, Mechanics, and handwriting	Very few errors are present and the handwriting is neat	A moderate amount of errors are present.	Many errors are present and the handwriting makes it difficult to read.

Total points: /15

Editing reminder: Check to make sure each sentence follows these five rules:

☐Subject
☐Verb
☐Makes sense
☐Capital letter at the beginning
☐End mark

3G Unit 3 Review

Name: _____ Class: _____ Date: _____

Follow the directions for each section. Turn in to your teacher when we return to school.

A. Decline **full moon** (1st declension, feminine). Both words need to follow the correct endings!

Case	Singular	Plural
nom.	luna plena	
gen.		
dat.		
acc.		
abl.		

B. Decline **wide field** (2nd decl., masculine). Both words need to follow the correct endings!

Case	Singular	Plural
nom.	campus latus	
gen.		
dat.		
acc.		
abl.		

C. Decline **safe kingdom** (2nd decl., neuter). Both words need to follow the correct endings!

Case	Singular	Plural
nom.	regnum tutum	
gen.		
dat.		
acc.		
abl.		

D. Conjugate *sum* in the **present tense** and translate

Person	Singular	Meaning	Plural	Meaning
1st	sum	I am		
2nd				
3rd				

E. Conjugate *sum* in the **imperfect tense** and translate

Person	Singular	Meaning	Plural	Meaning
1st	eram	I was		
2nd				
3rd				

F. Conjugate *sum* in the **future tense** and translate

Person	Singular	Meaning	Plural	Meaning
1st	ero	I will be		
2nd				
3rd				

Name:

Write the letter and the words.

n n n n n n

n n n n n n n n n n n n n

Niagara Naples Nepal

Nate Niesh Ned

Write the sentences.

Nadia is in Norway.

Nick went down the Nile.

School Home

Stroke Description

1. Curve forward; slant.
2. Overcurve; slant; undercurve.

Name:

Write the letter and the words.

E E E E E

E E E E E E E

Egypt Essex Elida

Enid Ebony Elijah

Write the sentences.

Etta flew to Ethiopia.

Emma drove to Elmhurst.

Stroke Description

E 1. Slant.
2. Downcurve; loop; downcurve; undercurve.

Prompt: Write a one-chunk (3+:0) paragraph that summarizes the *Leif Erikson* article. For your concluding sentence, connect Erikson's life to a character pillar.

Grading Rubric:

Topic sentence	3	2	1
Paraphrased 3 or more main events/ideas	3	2	1
Concluding sentence	3	2	1
Mechanics (grammar, spelling, punctuation)	3	2	1

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Name:_____

Directions: Please circle the correct level of Reading Mastery. Remember to write the lesson number and number your answers.

Reading Mastery 2 or 3 **Lesson #_____**

Name:_____

Reading Mastery 2: Checkout 120

Name: _____ Time: _____

Date: _____ # of Errors: _____

Passed Did Not Pass

Reading Mastery 2 Expectations

100% = 0 errors 1:00 or less
96% = 1 error 1:00 or less
93% = 2 errors 1:00 or less
---- Below Criteria ----
86% = 2 or less errors in no more than 1:15
71% = 3 errors or over 1:15
57% = 4 errors
43% = 5 or more errors

The owner tried to argue with the crowd, but when people started to throw things at him, he said, "All right, he will ride a bicycle backward."

The owner got a dusty bicycle. He held up one hand and said to the crowd, "Ladies and gentlemen. Today the Kankan Circus presents Toby, the wonder kangaroo. Toby will amaze you by riding a bicycle backward. And he will do this amazing trick on a high wire ten meters above the floor."

Toby looked up at the wire ten meters above the floor. You know what Toby said.

The owner handed Toby

First work on:

Word accuracy can be improved By having your child carefully point Under the word he/she is reading and keeping under error limits in text. Reading the next day's words and lesson will better prepare your child for class.

Next work on:

Speed can be improved by parent/ child reading from same book (child point) and each person reads every other word. This trains the child to move his/her finger quickly. This should only be done for about a paragraph and will not address comprehension . Stop this technique if accuracy suffers.

Remember to always work on:

Expression can be improved by parent modeling and noticing/reacting to your child when they are using expression. I often say that students should pretend that they are reading to someone younger than themselves.

Reading Mastery 3 Reading Check-Out Lesson 110

Name: _____ Time: _____

Date: _____ Number of Errors: _____

Reading Mastery Expectations

PASS	DID NOT PASS
100%= 0 errors in 1 minute or less	86%= 2 or less errors in less than 1 minute 15 seconds
96%=1 error in 1 minute or less	71% =3 errors or over 1 min. 15 sec
93%= 2 errors in 1 minute or less	57%=4 errors
	43%= 5 or more errors

* "That's really interesting," Al said, looking at the top row of vibrating molecules.

The old man continued, "These molecules are the same temperature as the room. If we make the grain of sand colder and colder, you will see a change in the molecules."

"I don't understand," Al said. "These molecules are in the solid form of matter. The solid form of matter is the coldest form. So how could the molecules change if the matter gets colder? The molecules will still be in the solid form."

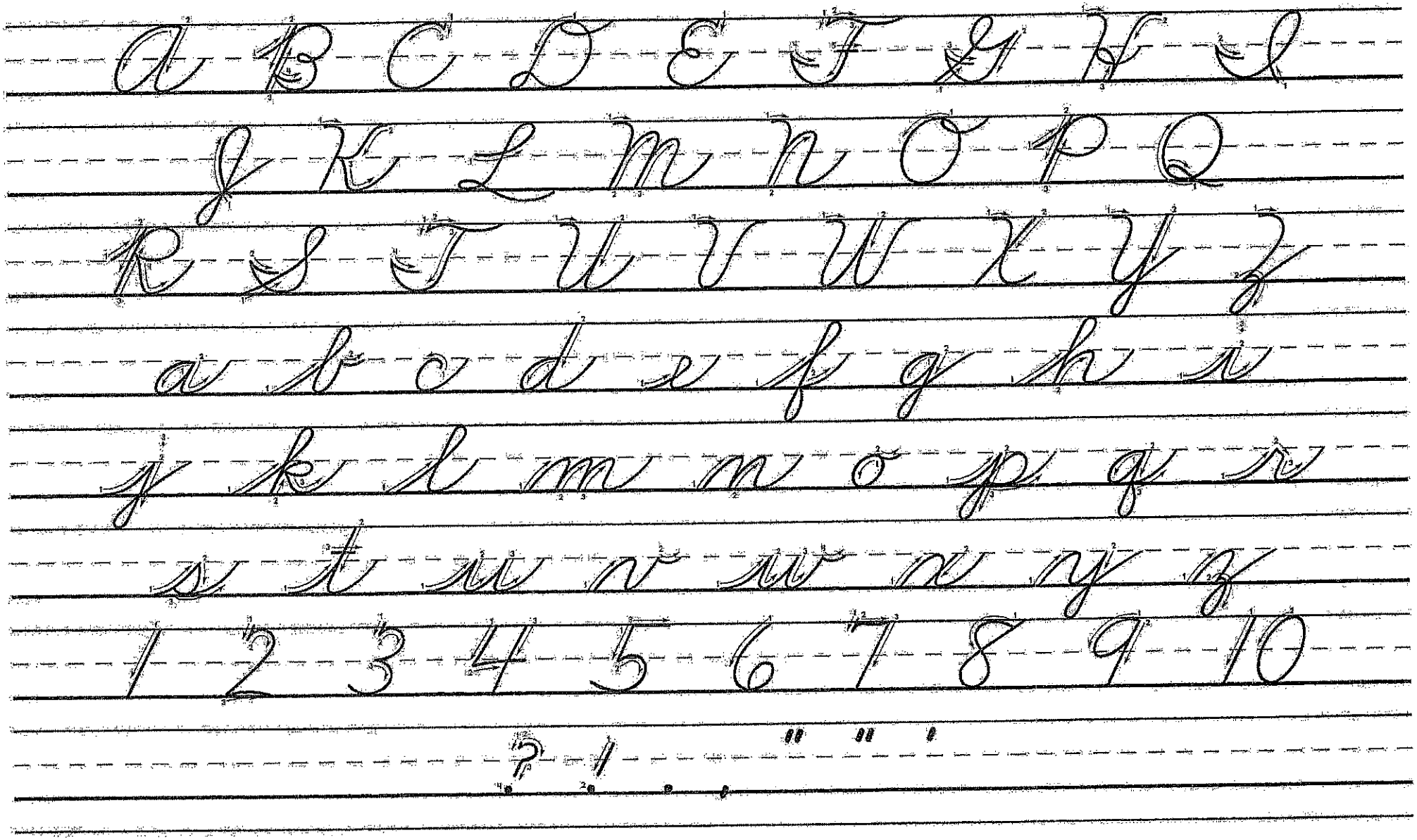
The old man smiled. "I see that you are using the information you have learned. Good for you, my friend. And you are right. The molecules will remain in the solid form of matter, but watch what happens * to them when the temperature gets lower than the temperature on Pluto."

SC = self-correction: Student read word incorrectly, noticed the mistake and immediately corrected it
OM = omitted a word, line, sentence or phrase
AD = added a word or conjunction to a word
IC = incorrect word used
RP = repeated a word, line, sentence or phrase

Next work on: _____

_____

Zaner-Bloser Cursive Alphabet



Due Date: Week 4 (Week of April 27th)

Eletelephony By: Laura Richard

Once there was an elephant,
Who tried to use the telephant-
No! No! I mean an elephone
Who tried to use the telephone-
(Dear me! I am not certain quite
That even now I've got it right.)

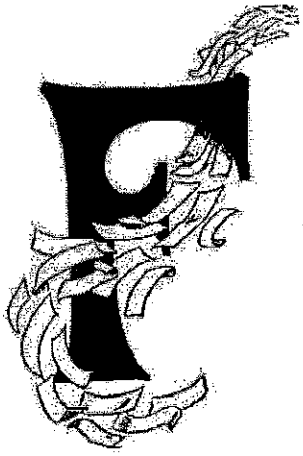
Howe'er it was, he got his trunk
Entangled in the telephunk;
The more he tried to get it free,
The louder buzzed the telephee-
(I fear I'd better drop the song
Of elephop and telephong!)

Extracted from *Indoor and Outdoor Recreations for Girls* by Lina Beard and Adelia B. Beard, 1914

CHAPTER XXX

Table of Contents

A PAPER CHASE



FUN! Why what can compare with it? The clear frosty air is full of life, the blood is rushing tumultuously through your veins and your feet are tingling to be off on the chase. It is healthful, it is inspiring, it is glorious fun. You must think, too, in order to be successful either as hare or hound, for the object of each is to outwit the other, and Paper Chase is a game that requires the use of brains as well as muscle.

The Hares and Hounds

compose the party. Two hares and as many hounds as you will, the more the merrier. Each hare must carry a bag filled with paper cut into small strips. The hounds carry only the weight of their responsibility to entrap and catch the hares.

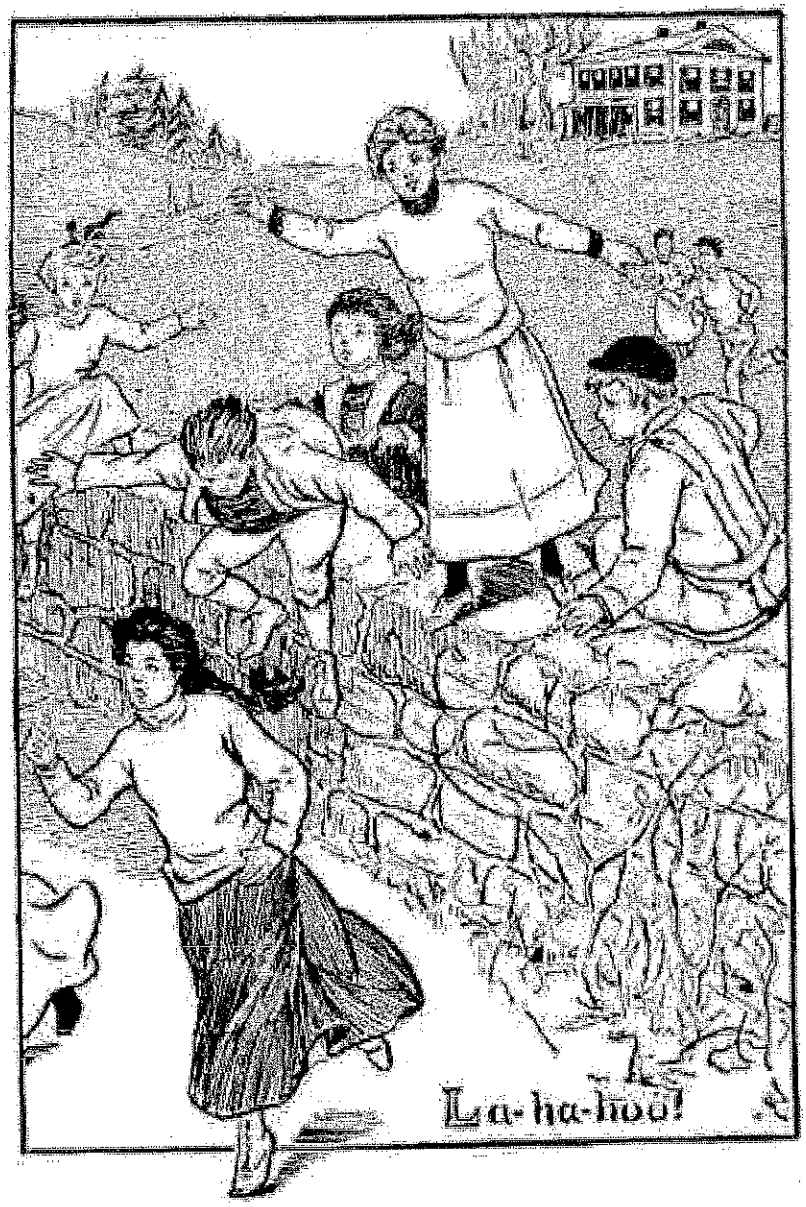
The Game

is a country game, of course. Who would think of the hares and hounds dashing in a mad run through the streets of[346]
[347] town or village. And it is a noisy game with the Kee-ooi! Kee-ooi! of the fleeing hares, and answering La-ha-hoo, La-ha-hoo! of the pursuing hounds.

Select a convenient club-house or residence for the meet and let there be two hares and at least six hounds.

The first thing to be decided upon is the distance of the run, which should not be too great, especially for beginners. The next is the agreement between the hares upon a general plan to be pursued in their tactics, which must be kept secret from the hounds.

The morning hours are best for the game, and a hearty appetite for lunch, or the hunt-breakfast, it might be called, is the result.



At a Given Time

let the hares start off together, scattering their bits of paper as they go, to be followed ten or fifteen minutes later by the hounds, who are led by the paper on the tracks of the hares.

The object of the hares is so to scatter the paper in their cross-country run as to lead the hounds on

A False Scent.

This is sometimes done by the hares making a detour into a field, doubling back on their tracks and running in quite another direction. Or they may provide a number of false scents leading from one point.

To be sure all this uses up much precious time, but the compensation lies in mystifying and delaying the hounds, each of whom must decide for herself which trail is the most likely to prove the one the hares have really taken.

When

The Hares Are Off

and the fifteen minutes up, the hounds must start in pursuit. Their object is to head off and catch the hares before they can cover the given distance and again reach the place of meeting. A hound must not only come in sight of a hare but must touch her in order to make a catch. Each player in the paper chase acts for herself, and if she succeeds in catching a hare she wins the honors. And a hare reaching home without being caught wins great honor. The hares keep together, but the hounds may scatter at will, though no girl should risk going too far alone.

From time to time the hares must give their cry Kee-oo! Kee-oo! that the hounds may not go too far astray, and the hounds reply with their La-ha-hoo! to let the hares know they are on their tracks.

Over Fences, Across Brooks,

taking to the cover of the woods, or speeding along the roads, it matters little how you get there, the object is to reach the point you have decided upon over the shortest route and in the least possible time.

This is the fun of it, the wild scramble over all obstacles and the exultant moment when, if a hound, you have run down the hares or, if a hare, you outwit the hounds and make the home-run in safety. The game requires good generalship on both sides, quick thought and ready decision.

Example of paragraph:

I see doctors and nurses being courageous during this challenging time. Nurses and doctors don't get to stay home. Doctors and nurses have to work with sick people and stay calm. Doctors and nurses are on call and go into work at all hours of the day to make sure ~~everything~~ everyone stays safe. Medical professionals show courage every day and I'm so thankful for them!

Responsibility

To do what I say I will do and be someone others can count on. To use self-discipline when choosing my words, actions and emotions. To learn from the consequences of my choices, challenges and mistakes rather than making excuses or blaming others.

On the lines below, copy the definition of this character pillar in your neatest cursive. Then provide three examples of how you are seeing Responsibility in the world right now.

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On the lines below, copy the definition of this character pillar in your neatest cursive. Then provide three examples of how you are seeing Responsibility in the world right now.

ANSWER FORM

Mixed Practice Solutions

Show all necessary work. Please be neat.

Name _____

Date _____

Lesson _____

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

26.

27.

28.

29.

30.

Example of a Shaping Sheet

Name: _____

3+:0

TS = topic sentence

TS ~~Blue~~

I see doctors and nurses being brave during this challenging time.

CD = concrete detail → facts

CDs ~~Red~~

Nurses and doctors don't get to stay home.

Doctors and nurses have to work with sick people and stay calm.

Doctors and nurses are on-call and go into work at all hours of the day!

CS ~~Blue~~

Medical professionals show courage every day and I'm so thankful for them.

CS = concluding sentence

Study Lists

1-5

build
building
care
cheap
cheapest
child
childless
cloud
cloudless
equal
glory
happy
light
lightest
lighting
listen
listening
lock
misquote
people
quote
rebuild
repack
research
resource
review
right
search
sign
sleep
sleepless
sort
source
spell
spelling
straight
straightest
stretch
stretching
study
unequal
uneven
unhappy
view
wander
wandering
write

6-10

answer
author
boldness
break
careless
caught
charge
charging
choice
choking
clouded
curable
darkness
farmer
fight
finest
grudge
helped
helplessness
hopeless
largest
likable
likeness
listened
longer
lovable
might
mistake
nicer
picture
please
port
portable
present
preserving
preview
prewash
question
quiet
quieter
quietest
quietness
quoting
rebuilding
remarkable
repainted
ripeness
ripest
school
searching
serve
shining
sleeping
sleeplessness
soreness
sorted
staging
story
stretchable
stretched
style
styled
thought
thoughtlessness
timeless
together
unbreakable
unending
unwashable
usable
useless
voice
washable
world
writing
wrong

11-15

authoring
bench
biggest
blissful
busy
chalk
coldly
darken
define
defined
delight
delightful
depart
departed
different
dragging
final
fitness
flopping
formal
freshen
helpful
helpfully
here
hopelessly
hopelessness
hoping
lighten
lightly
madly
madness
misshaped
noise
notable
note
package
passage
person
pinch
prove
pure
purest
quietly
quotable
refined
rental
replaced
resourceful
runner
running
saddest
sadly
sailboat
serving
several
sketch
speak
starred
stopped
straighter
swimming
thoughtful
thoughtlessly
through
twice
unequally
unlikely
unproven
verbal
watering
widely
widest
worthless
wreck
wreckage

16-20

brownish
carelessly
carry
childish
choppy
cloudy
dressy
dripped
fancy
farming
finely

Study Lists

foolish
frosty
furry
global
golden
grabbed
gummy
hole
jumpy
length
misspell
misspelling
noisy
normal
personal
planning
presented
preserved
puppy
rainy
reformed
refreshed
reserve
rosy
sadness
selfish
selfishly
selfishness
shiny
shopper
skate
sleepy
speaker
spinning
starring
stony
storable
straighten
strength
strengthen
sturdy
sunny
swimmer
thoughtfulness
tribal
unneeded
usage
valuable
value
warmest
whole
wiry
wrapper

21-25

bared
baring
biggest
cared
carefully
childishly
coat
copied
copying
deserved
designer
dined
diner
dining
equally
faultless
fired
float
fudge
funny
goat
graceful
hopeful
lately
lengthy
mighty
misjudge
nice
pitiful
playful
pleasing
proven
proving
purely
really
related
rented
renter
renting
researcher
restlessness
safely
sail
served
server
shopping
skating
spotless
stately
stepping
stylish
teacher
throat
trace
unplanned
vary
winner
wonderfully
worldly

26-30

arms
boats
box
brushes
bushes
careful
carried
catches
classes
coats
conform
confront
consign
crashes
crier
dealer
delighted
denied
design
disease
dishes
dresses
dried
dropping
drying
easy
fanciest
fanciful
farms
fighter
finally
formally
formless
forms
fox
friendliness
friends
glasses
goats
gracefully
happiness
harmlessly
hopefully
hurried
inform
informal
inland
intake
lights
likeliest
lunches
matches
messes
mistaken
motors
nicely
nights
pinches
plants
player
points
predated
presses
previewed
questions
reporter
restful
restfully
restless
restlessly
rooms
sadden
schools
scratch
shops
speeches
stars
stayed
stretches
studied
studying
sturdier
sturdiness
tails
tax
trips
trying
unpreserved
useful
uselessly
very
washes
wishes
worried

31-35

benches
boxes
boxing
changing
children

Study Lists

civilly
claim
claims
confine
conforming
constrict
crying
defining
degrade
denial
depressing
deserve
fail
foxes
girlishness
happiest
happily
hotly
informer
inhuman
inside
leave
likeliness
lone
lucky
maddest
main
motoring
move
nail
neat
neatly
normally
patches
pitied
planned
planner
preplanned
reaches
reinstate
resign
sick
signs
snail
sprayed
stitches
taxes
trail
trapper
tried
turn
unclaimed
undrinkable
unlikeliness
varied
whose
worrying
worthy

36-40

blow
breakable
carrying
conserve
depressed
easily
flow
foolishly
forcefully
grow
incurable
invaluable
know
loan
lonely
low
misplaced
nails
pointless
rail
refine
remain
remaining
reserved
show
sturdiest
throw
tricky
unclear
uninformed
voltage
weather

41-45

clapping
confining
confirmed
confusing
contest
context
contract
dosage
fatally
flatten
flattest
fluid
flying
hoped
inflaming
instated
instilled
leader
leakage
loneliness
moving
played
races
reacting
removal
retract
ruin
slammed
snugness
spray
stylishly
text
tract
undefeated
unlucky
unreadable
whether

46-50

bloomed
boyishness
cause
cloudiness
confinement
consent
darkness
department
earliest
early
flowers
informed
lengthening
madden
movement
our
pause
payment
personally
placement
plain
playfully
poison
relate
ruined
scratches
spotted
statement
strange
strangely
stranger
strangest
toughest
trailer
watches
winners
wonderful
yellow

51-55

barred
basement
choicest
cloudiest
consignment
contracted
detract
drain
earlier
forceful
gain
hasn't
he's
investment
investments
it's
luckily
mothering
questionable
rain
refreshment
resigned
safest
sale
shouldn't
signal
sources
sprain
stain
stained
strangeness
taken
unconfirmed
unmistakable
wasn't
you'll

56-60

aren't
babyish
boyish

Study Lists

breathe
can't
carrier
confined
couldn't
didn't
doesn't
drainage
flier
hard
haven't
heavy
he'll
intended
isn't
I've
joyful
latest
let's
light
load
make
misprinted
painter
prewrap
raging
refinement
removed
removing
rewrap
she'll
she's
shipment
speediest
strained
sure
they'll
they're
touched
trial
uncivilly
unsnapped
unvaried
we're
weren't
we've
what's
wouldn't
wrapping
you've

61-65

busiest
business
busyness
cried
defacing
denying
exchange
export
express
friendliest
greatest
helplessly
I'll
it's
let's
loneliest
packaging
remark
reserving
rightfully
saddening
sadder
scratched
she's
soundly
strengthening
their
unequally
unrefined
unrelated
unsturdy
we'll
worrier
you're

66-70

brown
count
exclaim
explained
exported
ground
heaviest
hottest
income
loudly
mainly
mover
noisiness
proud
prowl
quest
quick
quiz
recently
regained
rising
round
soundness
sounds
south
town
undeserving
verbally

71-75

athlete
beauty
before
conformed
confronted
counting
danger
defeated
else
everyone
finished
former
it's
let's
nudging
one
peace
racing
reformer
reinform
reinformed
replacement
request
sudden
that's
wondered

76-80

beautiful
brief
chief
contacted
exchanging
first
govern
grief
gripping
house
largely
niece
nightly
peaceful
peacefully
reason
requesting
restricted
roughest
slightly
suddenly
thief
type
unquotable
unrecoverable

81-85

active
babies
beautifully
boys
briefest
briefly
carries
chiefly
copies
cries
especially
exciting
explain
flies
government
joys
passive
plays
proclaim
profile
profoundly
prolong
prolonged
relative
second
sprays
stays
stories
studies
surprise
threw
toys
trapped
tries
uncovered
untyped
worries

86-90

action
actively

Study Lists

blackness
cities
expressive
glories
hotter
inactive
nastier
nastiest
nastily
proverb
react
reaction
reasonable
reasons
repression
station
sturdily
they'd
thoughts
watching

91-95

breath
conquest
dangerous
depression
doubt
doubtless
expression
fair
famous
fashion
fitting
globe
guide
joyous
name
neatness
power
powerful
price
relation
replace
rich
slipping
solve
stepped
they've
thoughtfully
thoughtless
tribe
various
what's

96-100

athletes
carriage
changes
contraction
derailed
doubtfully
dripping
dropped
exercised
fashionable
fright
glorious
hardened
intensive
joyfully
loose
morning
namely
nineteen
notion
poisoning
poisonous
probing
profound
provision
quickest
resolve
restore
rightful
roominess
scribe
short
skidded
store
tension
throughout
tough
tripped
unfairly
worthiness

101-105

agree
crease
creative
driving
furious
hurries
interested
nervous
photograph
plans
proclaimed
proportion
ration
relatively
script
settle
shrink
snapping
spirit
strict
studious
tense
thirst
tone
treat

106-110

anybody
buzzes
concept
conjecture
deceptive
deforming
dejected
detect
detecting
detective
duty
edgy
except
expressed
feature
flawed
fury
healthy
injection
instead
lower
misconception
passes
playing
poisoned
pressure
progress
progressed
progression
progressive
project
protect
protection
proudly
rather
reception
receptive
regress
regressing
reject
rejecting
rejection
repressive
rich
riches
runny
scripts
seize
seizure
snapped
speedy
texture
thirsty
treatment
unexcepted

111-115

berries
contain
deception
detain
detection
development
duties
exception
exercise
featuring
helpless
injected
logic
maintain
major
passion
physical
pleasure
poisons
preserve
projecting
projection
protective
retain
refreshing
science
scripture
shaping
sport
trucks
union
where

Name:_____

The Railway Children

Chapter 10 – The Terrible Secret

Write true or false in the blanks. If the answer is false correct the error to make the sentence true.

1. _____ The children fight all the time.

2. _____ The doctor thinks Peter is going to die.

3. _____ Peter wants to stay in bed.

4. _____ Roberta reads about her father in an old newspaper.

5. _____ Perks sent over a snake to amuse Peter.

6. How did Peter get hurt?

_____

Name:_____

7. How would you keep amused if you could not walk for a week?

8. What did Roberta read about her father in the newspaper?

Name:_____

The Railway Children

Chapter 11 – The Hound in the Red Jersey

1. Why is Bobbie crying during tea?

2. What crime was her father charged with?

3. Why does mother think father is innocent of the crime?

Name:_____

Name the person who said these phrases:

4. "I want to go back. I don't like it." _____

5. "Would you rather wait here for us?" _____

6. "Is he all killed?"

_____

7. "What on earth are we to do?" _____

8. "Suppose we bathe his forehead with water?" _____

9. "I've got a shuttlecock in my pocket." _____

10. "For my sake, speak!" _____

FACTS PRACTICE TEST

J

90 Division Facts

For use with Lesson 57

Name _____

Time _____

Divide.

56 ÷ 7 =	15 ÷ 3 =	12 ÷ 6 =	8 ÷ 2 =	63 ÷ 7 =	0 ÷ 4 =
14 ÷ 2 =	42 ÷ 6 =	6 ÷ 1 =	16 ÷ 8 =	20 ÷ 5 =	49 ÷ 7 =
36 ÷ 4 =	64 ÷ 8 =	0 ÷ 3 =	54 ÷ 9 =	4 ÷ 2 =	48 ÷ 8 =
18 ÷ 9 =	3 ÷ 1 =	35 ÷ 5 =	8 ÷ 4 =	72 ÷ 8 =	6 ÷ 6 =
0 ÷ 5 =	42 ÷ 7 =	2 ÷ 2 =	36 ÷ 9 =	7 ÷ 1 =	12 ÷ 3 =
16 ÷ 2 =	30 ÷ 5 =	0 ÷ 1 =	28 ÷ 7 =	4 ÷ 4 =	40 ÷ 8 =
3 ÷ 3 =	18 ÷ 6 =	63 ÷ 9 =	40 ÷ 5 =	10 ÷ 2 =	36 ÷ 6 =
32 ÷ 8 =	12 ÷ 4 =	18 ÷ 3 =	35 ÷ 7 =	8 ÷ 8 =	2 ÷ 1 =
45 ÷ 5 =	7 ÷ 7 =	27 ÷ 9 =	9 ÷ 1 =	48 ÷ 6 =	0 ÷ 7 =
4 ÷ 1 =	0 ÷ 9 =	24 ÷ 3 =	32 ÷ 4 =	5 ÷ 5 =	72 ÷ 9 =
20 ÷ 4 =	21 ÷ 7 =	0 ÷ 2 =	27 ÷ 3 =	8 ÷ 1 =	54 ÷ 6 =
15 ÷ 5 =	6 ÷ 3 =	28 ÷ 4 =	18 ÷ 2 =	24 ÷ 6 =	9 ÷ 9 =
56 ÷ 8 =	0 ÷ 6 =	21 ÷ 3 =	1 ÷ 1 =	25 ÷ 5 =	12 ÷ 2 =
5 ÷ 1 =	45 ÷ 9 =	16 ÷ 4 =	30 ÷ 6 =	9 ÷ 3 =	14 ÷ 7 =
0 ÷ 8 =	6 ÷ 2 =	24 ÷ 8 =	10 ÷ 5 =	81 ÷ 9 =	24 ÷ 4 =

Unit 3 Vocabulary (3G Latin)

Latin	English	Latin	English
aeternus, -a, -um	eternal, everlasting	magnus, -a, -um	large, great
altus, -a, -um	high, deep	malus, -a, -um	bad
amicus, -i (m.)	friend	multus, -a, -um	much, many
annus, -i (m.)	year	mundus, -i (m.)	world, mankind
ante	before	novus, -a, -um	new
barbarus, -i (m.)	barbarian	nuntius, -i (m.)	messenger, message
bonus, -a, -um	good	parvus, -a, -um	small
campus, -i (m.)	field, plain	plenus, -a, -um	full
certus, -a, -um	certain, sure	post	after
cibus, -i (m.)	food	proximus, -a, -um	nearest, next
cur...?	Why...?	quando...?	When...?
dominus, -i (m.)	lord, master	quis...?	Who...?
equus, -i (m.)	horse	saepe	often
filius, -i (m.)	son	socius, -i (m.)	ally
ira, -ae (f.)	anger	stella, -ae (f.)	star
laetus, -a, -um	happy	summus, -a, -um	highest, greatest
lentus, -a, -um	slow, sluggish	tutus, -a, -um	safe
locus, -i (m.)	place	ursa, -ae (f.)	bear
longus, -a, -um	long	ventus, -i (m.)	wind
lupus, -i (m.)	wolf		

Unit 3 Grammar

Imperfect (past) tense of *sum*:

	Singular		Plural	
Person	**Latin**	**English**	**Latin**	**English**
1st	eram	I was	eramus	we were
2nd	eras	you were	eratis	you all were
3rd	erat	he/she/it was	erant	they were

Future tense of *sum*:

	Singular		Plural	
Person	**Latin**	**English**	**Latin**	**English**
1st	ero	I will be	erimus	we will be
2nd	eris	you will be	eritis	you all will be
3rd	erit	he/she/it will be	erunt	they will be

Unit 4 Vocabulary (3G Latin)

Latin	English	Latin	English
agnus, -ī	lamb	insula, -ae	island
appellō	I address	lavō	I wash
aurora, -ae	dawn	lex, legis	law
Caesar, Caesaris	Caesar	lux, lucis	light
canis, canis	dog	mater, matris	mother
cēna, -ae	dinner	meus, -a, -um	my
collis, collis	hill	narrō	I tell
corpus, corporis	body	navis, navis	ship
crux, crucis	cross	nimbus, - ī	cloud
dō	I give	nox, noctis	night
dolor, doloris	pain, sorrow	oculus, - ī	eye
fenestra, -ae	window	pater, patris	father
habitō	I live in, dwell	pax, pacis	peace
hortus, - ī	garden	soror, sororis	sister
hostis, hostis	enemy	tabella, -ae	writing tablet
ignis, ignis	fire	tempus, temporis	time
imperator, imperatoris	commander, general	tuus, -a, -um	your (singular)
iniuria, -ae	injury	vacca, -ae	cow

Unit 4 Grammar

Imperfect (past) tense of *voco*:

	Singular		Plural	
Person	**Latin**	**English**	**Latin**	**English**
1st	vocabam	I was calling	vocabamus	we were calling
2nd	vocabas	you were calling	vocabatis	you all were calling
3rd	vocabat	hsi was calling	vocabant	they were calling

Future tense of *voco*:

	Singular		Plural	
Person	**Latin**	**English**	**Latin**	**English**
1st	vocabo	I will call	vocabimus	we will call
2nd	vocabis	you will call	vocabitis	you all will call
3rd	vocabit	hsi will call	vocabunt	they will call

3G Spanish
Week 3 Checklist

Tuesday 3G Spanish: Chapter 3A breakfast & lunch vocabulary worksheet
Thursday 3G Spanish: Chapter 3A breakfast & lunch vocabulary worksheet, practice vocabulary using Quizlet or flashcards
OPTIONAL 3G Spanish: Design a classroom project (multiple week activity)

Realidades Chapter 3A Study Guide

Objectives

- Talk about breakfast & lunch foods, drinks
- Talk about likes and dislikes
- Express how often something is done
- Conjugation of verbs ending in –er and –ir

Part 1:

Spanish	English	Spanish	English
El cereal	The cereal	El desayuno	The breakfast
Los huevos	The eggs	El pan	The bread
El pan tostado	The toast	El plátano	The banana
La salchicha	The sausage	El tocino	The bacon
El yogur	The yogurt	El agua	The water
El café	The coffee	El té	The tea
La leche	The milk	El jugo	The juice
Nunca	Never	Siempre	Always
Todos los días	Every day	Con	With

Part 2:

Spanish	English	Spanish	English
El almuerzo	The lunch	la comida	the food
Comer	To eat	Compartir	To share
Beber	To drink	Vivir	To live
Comprender	To understand	Me/Te gusta(n)	I/You like
Escribir	To write	Me/Te encanta(n)	I/You love

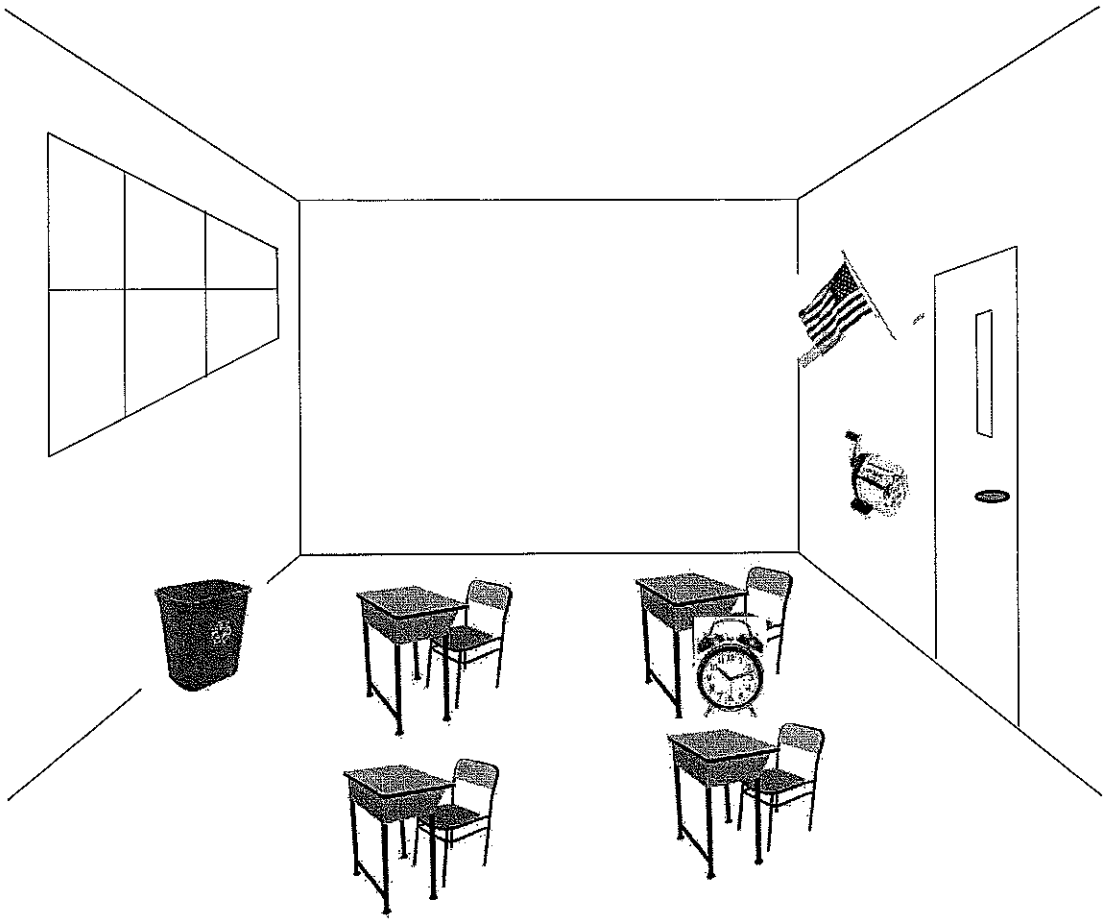
Present tense –er and –ir verb conjugations. Examples of conjugated verbs

Comer – To Eat				Vivir – To Live			
Como	I eat	Comemos	We eat	Vivo	I live	Vivimos	We live
Comes	You eat	Coméis	Ya'll eat	Vives	You live	Vivís	Ya'll live
Come	He/She eats	Comen	They eat	Vive	He/She lives	Viven	They live

Part 3:

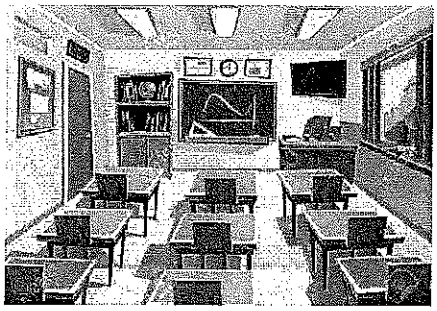
Spanish	English	Spanish	English
El jamón	The ham	La manzana	The apple
Las papas fritas	The French fries	El perro caliente	The hot dog
El queso	The cheese	La sopa	The soup
El sándwich	The sandwich	La ensalada	the salad
Las fresas	The strawberries	La galleta	The cookie
La hamburguesa	The hamburger	La limonada	The lemonade
Sin	Without	¿Cuál?	Which? Where?
Más o menos	More or less	Por supuesto	Of course
¿Verdad?	Really? Right?		

Example for final project



1. La bandera está encima del sacapuntas.
2. La papelera está debajo de la ventana.
3. La puerta está detrás de las sillas.
4. El reloj está al lado de los pupitres.

Realidades A Capitulo 2B Study Guide & Final Project Example



Chapter Objectives

- Describe a classroom
- Indicate where things are located
- Talk about more than one object or person
- Understand cultural perspectives on school

Part 1

Spanish	English	Spanish	English
La bandera	Flag	El cartel	Poster
La computadora	Computer	La mochila	Backpack
La pantalla	Computer screen	La papelera	Waste basket
El ratón	Mouse	El reloj	Clock
El sacapuntas	Pencil sharpener	El teclado	Keyboard
El escritorio	Desk (teacher's)	La mesa	Table
La silla	Chair	La puerta	door
La ventana	window		

Part 2

Spanish	English	Spanish	English
Al lado de	Next to	Allí	There
Aquí	Here	Debajo de	Underneath
Delante de	In front of	Detrás de	Behind
En	In, on	Encima de	On top of
De	Of	Mi	My
Tu	Your		

The verb estar (to be)

Spanish	English	Spanish	English
Estoy	I am	Estamos	We are
Estás	You (informal) are	Estáis	Y'all are
Está	He/she is You (formal) are	Están	They are All of you are

Part 3

Spanish	English	Spanish	English
¿Dónde…?	Where?	¿Cuántos…?	How many?
Es un(a)	It is a(an)	Hay	There is/are
¿Qué es esto?	What is this?		
Los, las	The (plural)	Unos, unas	some

Oral presentation for final assessment:

The presentation will involve designing and describing a classroom and specific items found there.

3G Spanish Worksheet - Chapter 3A, Week 3, part 2

Name _____ Clase _____

Unscramble the letters to write the vocabulary word. Then re-write the word in both English and Spanish.

	Español	English	Español
1. c h c l a s h l a	_____	_____	_____
2. a n p	_____	_____	_____
3. u e v h o	_____	_____	_____
4. t a t p o _ a o s d n	_____	_____	_____
5. c o i t o n	_____	_____	_____
6. f é c a	_____	_____	_____
7. a á t l p n o	_____	_____	_____
8. r y g u o	_____	_____	_____
9. e c l h e	_____	_____	_____
10. o u j g	_____	_____	_____

Write 4 sentences using at least one food word. Make sure verbs are conjugated correctly.

Modelo: El mono canta con tocino todos los días. (The monkey sings with bacon every day.)

11. _____

12. _____

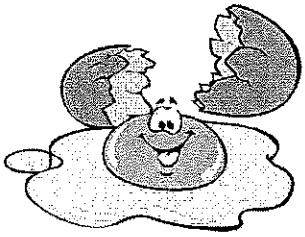
13. _____

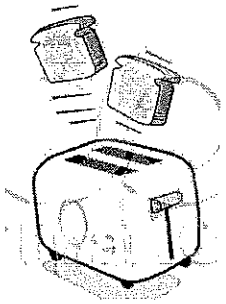
14. _____

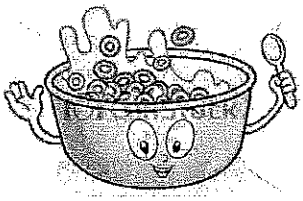
3G Spanish Worksheet - Chapter 3A, Week 3, part 1 (breakfast & lunch foods)

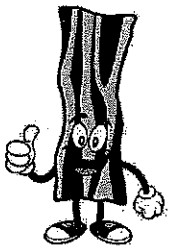
Write the names of the foods pictured below based on how often you eat or drink them

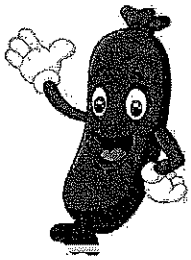
Todos los días	A veces	Nunca

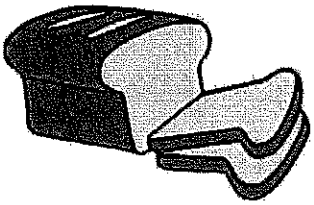


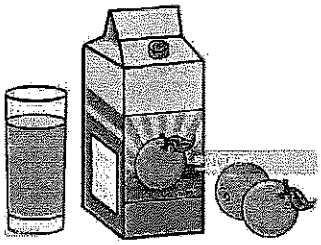












3G Art Assignment

Hello my most amazing artist! How are you today?

Check out this incredible painting by Rosa Bonheur. If you have internet access, google "Bonheur Horse Fair" to see it in color. While you look at it, imagine the sound of horses' hooves clomping on the pavement and loud "neighs" as the horses move quickly around. This painting is huge...8 feet long!

This, Bonheur's best-known painting, shows the horse market held in Paris on a tree-lined boulevard. For a year and a half Bonheur sketched there twice a week, dressing as a man to discourage attention. Bonheur was well established as an animal painter when the painting debuted at the Paris Salon of 1853, where it received wide praise.

Talk about these questions with someone:

- If you could choose one of these horses to ride, which one would you choose? Why?
- Name something in the foreground that has a lot of detail; name something in the background that lacks detail.
- Is this painting more or less realistic than the one you looked at last week called *The Peaceable Kingdom?*
- Notice the shadows and the highlights. Where do you think the sun is located?
- Circle the word from each pair that best describes this painting:
    - Quiet or Loud
    - Movement or Still
    - Damp or Dusty
    - Strength or Weakness
    - Scary or Fun

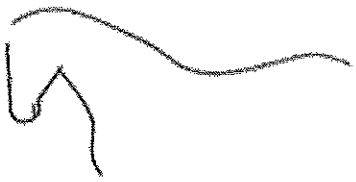
Your art assignment today is to draw a horse. You have three choices: You can use the drawing guide on the next page; or you can set up a horse toy/model and draw what you see; or you can look up a drawing video on Youtube (just search "how to draw a horse"...there are a couple good ones by Art for Kids hub).

Make sure to put your white paper horizontally (landscape position). Draw a horse that fills up your paper.

1

2

3



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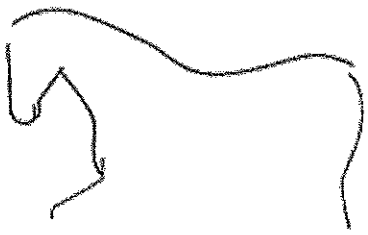

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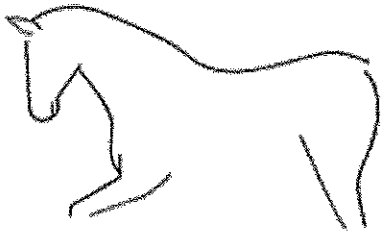

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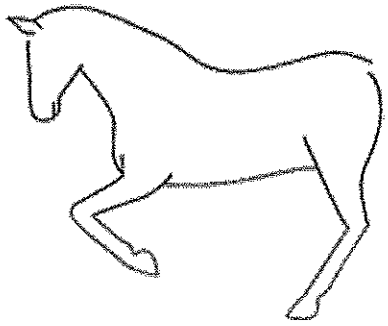

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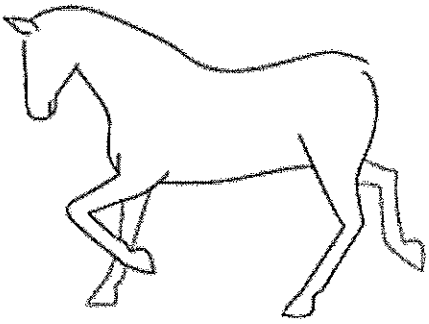

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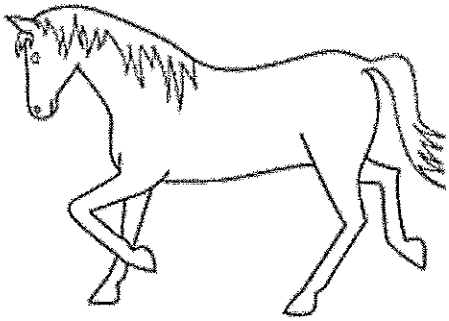
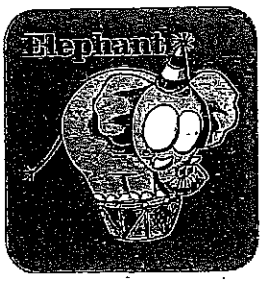
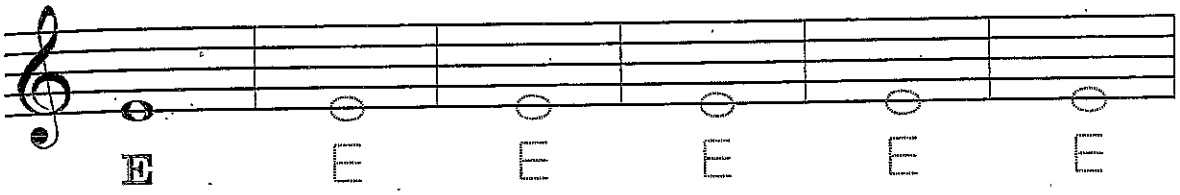


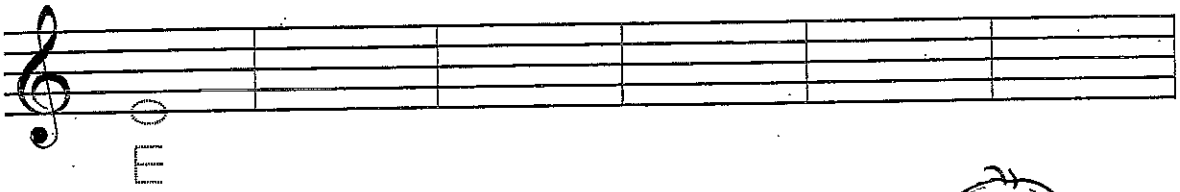
Add either shading or colors to make it look more realistic. Write your full name and class code on the back.

Name: _____ Class: _____ Grade: _____

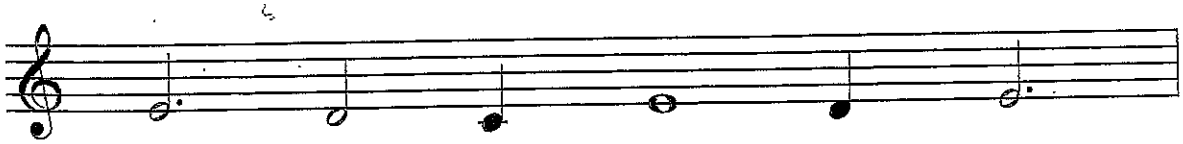


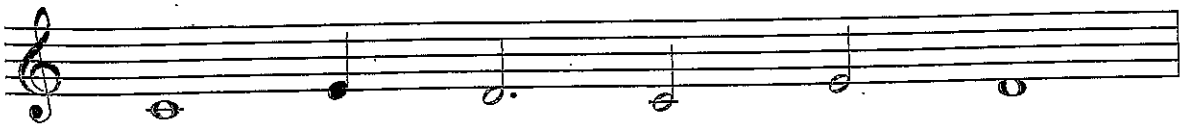
E for Elephant.



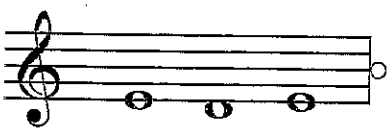


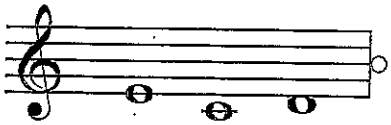
Name the notes.

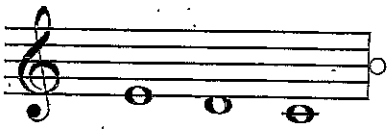


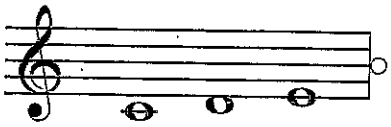


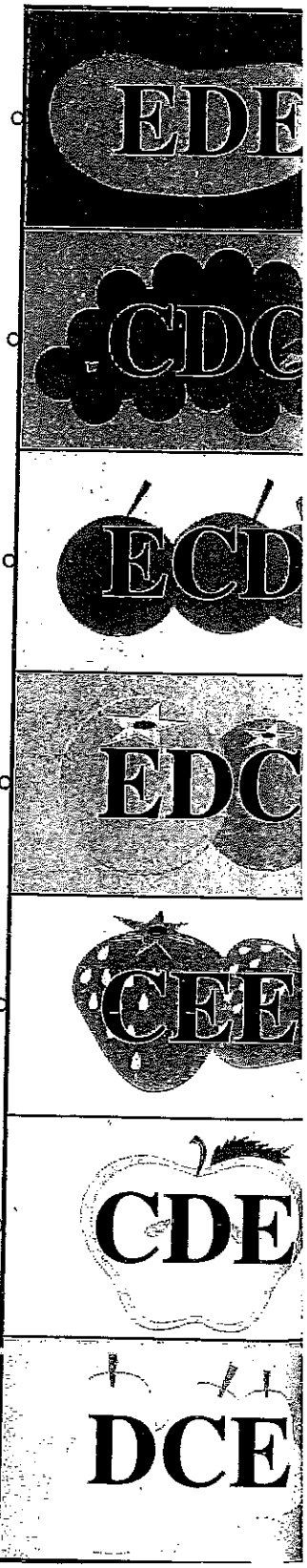
Match the notes to the correct letters.











SOG PE Basketball / Taekwondo Distance Learning Plan

Mr. Olson, Mr. Mangold, and Mr. Cole

Week 1 : Warm Up

Week 2: Warm Up and Dribble Card

Week 3: Warm Up, Dribble Card, and Jump Shot

Week 4: Warm Up Dribble Card, Jump Shot and Quick Feet

Week 5: Warm Up Dribble Card, Jump Shot, Quick Feet and Quarter Turns

Week 6: All of the above plus Speed Dribble

Week 7: All of the above and Spin Dunk

Week 8 All of the above and Side Slide (Shuffle)

Week 9 All of the Above and Line Drill

Week 10 Just do the HIIT Card

SOG Work PE / Taekwondo Routine:

Warm Up / Cool Down – Do Twice Once at Beginning and Once at End (All stretches should be to the count of 10)

Stand in Focus Position 1, Do a Sun Breath, Hand above your head like you on a roller coaster, now keeping feet on the floor, lean as far as you can to one side, now the other side, touch your toes, and now jog in place for the count of ten (try in Spanish and Latin if you can), sit on the floor and make a V with your legs, reach as far down the middle now you're a W! Now touch your toes make sure you do each side. Stand up and do 10 Jumping Jacks, 10 Burpees, 10 Sit Ups and 10 Push Ups.

Right hand low block, left hand low block, right hand high block, left hand high block, right hand inside block, left hand inside block, right hand outside block, left hand outside block, right hand punch, left hand punch, right leg front kick, right leg round kick, left leg axe kick, turn back kick.

Basketball Routine:

Now without a ball please follow the cards below. You will need to keep the imagined ball below your waist and under control. Please only do one new card a day. Please do the old cards for the count of 20 once (remember you should be counting in English, Spanish, and Latin) and new cards for the count of 20, three times.

If your parents are free tonight ask them if they will take a walk with you or play a little catch. Please start your game of catch with underhand throwing in a tick tock motion (parents think a Grandfather Clock).

Thank you ands stay safe.

1

TASK CARDS

BASKETBALL

Equipment Needed:
1 ball for each student

- Dribble with right hand: 8 times
- Dribble with left hand: 8 times
- Dribble alternating hands: 5 each hand
- Dribble in a straight line: 10 steps
- Dribble zig-zag pattern: 10 steps

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2

TASK CARDS

BASKETBALL

Equipment Needed:
1 ball for each student

- Basketball around head: 5 times
- Basketball around waist: 7 times
- Basketball around knees: 9 times
- Basketball around body: 11 times
- Figure eight around legs: 3 times

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FITNESS BREAKS SLAM DUNK

Dribble
IN PLACE

To dribble, push the ball down by spreading the fingers and flexing the wrist. Keep legs flexed and back straight.

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FITNESS BREAKS SLAM DUNK

Jump
SHOT

Pretend to hold the ball with one hand under the ball and the other on the side. Jump straight up. Release the ball before the top of your jump, forcing the ball up and forward with one hand. Follow through like you are reaching into a cookie jar on the top shelf.

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FITNESS BREAKS MVP

QUICK Feet

Start with feet shoulder-width apart and knees bent in defensive position. Pick up and put down feet as quickly as possible.

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HEALTHIER GENERATION

FITNESS BREAKS MVP

QUARTER Turns

While performing "quick feet," jump slightly and rotate both feet to the right, return to center. Quick feet, jump slightly and land with both feet rotated to the left.

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FITNESS BREAKS SLAM DUNK

SPEED Dribble

Pretend to push the ball down by spreading the fingers and flexing the wrist in double time. Keep legs flexed and back straight.

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FITNESS BREAKS SLAM DUNK

360 TURN AND Dunk

Jump up with hands overhead, spin in the air and slam the ball down through the hoop.

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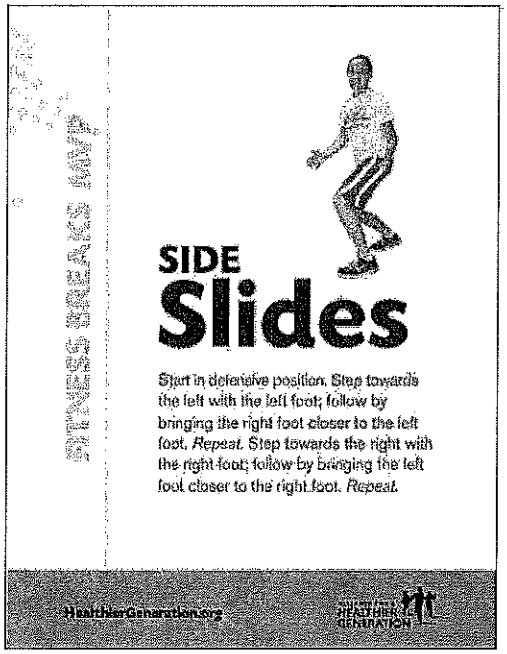

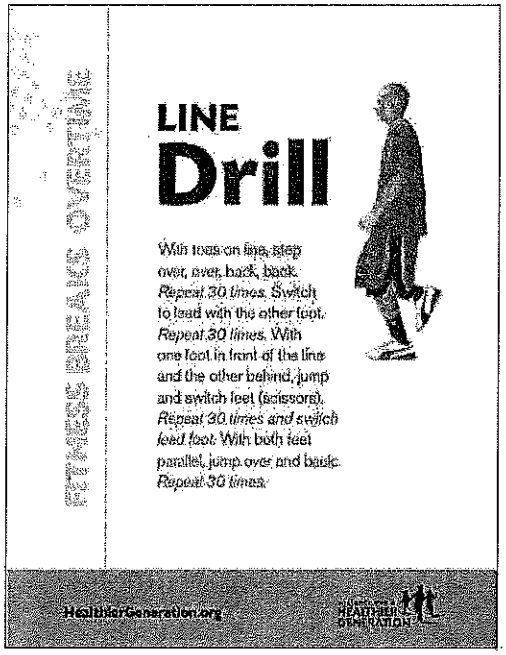

Please fill out the check list on the front of your packet and send it back.